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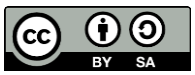

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The Implementation of ClassPoint in Learning English: A Case Study of Students at State Islamic Senior High School Medan

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Abstract

Using Information and Communication Technology (ICT) in schools improves the quality of teaching, especially now that we are in the fourth Industrial Revolution. This research examines the application of ClassPoint in instructing English to eleventh-grade students at State Islamic Senior High School Medan. A qualitative case study design was utilized, encompassing 37 students across three observation cycles within a three-month duration. Data were collected via observation, interviews, and documentation, and analyzed through data reduction, presentation, and conclusion-drawing methodologies. The results showed that student engagement went up a lot, from 40.54% in Cycle I to 94.59% in Cycle III. Students also said that they were more comfortable and effective at learning in each cycle. The research indicates that incorporating interactive digital tools like ClassPoint can promote active learning, increase engagement, and elevate English language proficiency in secondary education environments.

Keywords: *classpoint, student, English*

Introduction

Technology has become an essential aspect of everyday life for people. Technology is incredibly beneficial since it makes it easier for people to do things. Technology makes life better for people in numerous ways, such as by making it easier to get information and by making production more efficient. Technology has improved many parts of daily life for people, such health, communication, and even education.

Technology's role in education has transitioned from a supplementary tool to an essential element of contemporary pedagogy. The digital revolution has converted traditional classrooms into interactive learning environments that facilitate differentiated instruction (Nurbekova & Baigusheva, 2020), personalized

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learning paths, and global access to knowledge (Bitar & Davidovich, 2024). Vygotsky's (1978) sociocultural theory posits that learning is mediated socially, with digital tools facilitating this mediation beyond the classroom by promoting collaboration via online platforms.

UNESCO (2020) highlights that technology promotes equitable access to quality education, particularly in situations characterized by geographical and socioeconomic barriers. Nonetheless, the mere presence of technology does not ensure its effective utilization; pedagogical integration is crucial (Mthembu et al., 2023). Educators require digital competencies to effectively integrate technology into their instructional practices (Feerick et al., 2022). The challenge is not the existence of technology, but rather the need to reevaluate pedagogical frameworks to utilize its potential for cognitive development, critical thinking, and lifelong learning.

Technology in the field of education has a big effect on how well students learn. In this digital age, the use of technology in teaching English has become an increasingly important issue. There are several reasons why integrating technology into English lessons might be a good idea, such as making students more interested in studying. Even though digital technology is widely used in schools, many English language classrooms in Indonesia still have students who aren't very engaged and don't participate actively.

Before ClassPoint was put into use, teachers at MAN 1 Medan said that students were less motivated, hesitant to speak up, and easily distracted during English lessons. Although previous studies (e.g., Mazlan et al., 2023; Sundari et al., 2021) have confirmed the pedagogical potential of ClassPoint, few have explored its classroom integration through iterative cycles of observation and reflection in the Indonesian secondary school context. Therefore, this study aims to answer the following research questions:

1) How does the implementation of ClassPoint influence student engagement in English learning?
2) What improvements occur across three observation cycles in terms of student motivation, comfort, and academic achievement?
3) What pedagogical implications arise from the use of ClassPoint in English language classrooms?

Technology makes it easier to learn a language (Tan, Rajendran, Muslim, Alias, & Yusof, 2022). Using entertaining and fascinating interactive apps and games can make students more interested in learning. One of the most interactive learning technology apps is Classpoint. Teachers can utilize Classpoint, an online learning platform, to make and give interactive presentations in class. Teachers can produce slides for presentations with Classpoint just like they can with other presentation tools, but Classpoint has more interactive features, like the ability to

incorporate questions, polls, quizzes, and group activities. The tool also lets teachers give homework and keep an eye on how their students are doing online. You can also utilize Classpoint with other online learning platforms like Google Classroom, which makes it easier to use when you're not in the same room as the teacher. Classpoint is designed to make students more engaged and active in the learning process, as well as improve the efficacy of teaching and learning in class.

One of John and Smith's researchers wrote a paper called "Classpoint: A Digital Platform for Enhancing English Language Learning in the Classroom," which was published in a research journal. The study found that using Classpoint can make students more involved and help them understand English better. This platform can also help students work together and make instruction more efficient. This study finds that Classpoint can be a useful way to teach English in the classroom and can help schools teach English better.

Researchers have also studied the implementation of classpoints in education. Bong and Chatterjee (2021) In his paper, he talks about some of the pros and cons of utilizing the ClassPoint tool compared to other CRSs and how well it works with different operating systems. More than 80% of the students who took the survey said that ClassPoint was a good way to get students involved and interested in class. All of the instructors' participants (60% agreed and 40% strongly agreed) said that students are more likely to respond to interactive quizzes offered through ClassPoint than to speak up in class.

Inkoe made the classpoint app (Mazlan, Kim Hua, Othman, & Wahi, 2023). Classpoint can also instantly turn PowerPoint presentations into interactive quizzes, give quizzes in class, collect live student responses, score quizzes, and store results without needing the user. Classpoint is a digital learning platform that helps teachers and students make lessons more fun and interactive. Classpoint has a lot of useful tools, like the ability to make animated and interactive presentation slides, do homework online, and have automatic evaluations. Classpoint (2020) says that this platform can handle a lot of different file kinds, like photographs, videos, and documents. This makes it easy for teachers to add different learning materials to their presentations. They can go to the website (http://classpoint.app), enter the class code, and make a username. The app encourages participation by letting students show what they have learnt (Bong & Chatterjee, 2021).

You may use Classpoint on PCs, laptops, and tablets, among other things. Teachers may make their students' learning more interesting and useful with Classpoint. Here are some basic instructions for utilizing Classpoint, according to Sundari, Iskandar, and Muhlis (2021): (1) Create an account: To start, go to the Classpoint website (www.classpoint.io) and click the "Sign Up" button to make an account. (2) Make a presentation: Once you're logged in, click the "New Presentation" button to make a new presentation. Then, you can either choose a template from Classpoint or design your own presentation that fits your needs. (3) Adding material: After we make the presentation, we can start adding things like

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pictures, text, videos, and documents to the slides by clicking the "Add content" button underneath the slide. (4) Using interactive features: Classpoint has several great interactive elements, such quizzes, polls, and voting. To add this feature to the presentation slides, click the "Add Interaction" button. (5) Make assignments: so that you may make assignments and get student answers right in Classpoint. To make and keep track of assignments, click on the "Assignments" button in the main menu. (6) Using automated evaluation: Classpoint has a "Auto-Grade" tool that lets you automatically grade assignments and other evaluations to save time. (7). Download the presentation: You may download the file in either PDF or PowerPoint format by clicking the "Download" button in the top right corner of the screen after the presentation is over.

Based on a variety of sources listed above, the researcher wants to do a case study on "The Implementation of Classpoint in Learning English: A Case Study at Madrasah Aliyah Negeri Medan for Grade XI Students". This research will enhance the students' capacity to exercise their attitudes through the classpoint application.

Method

This study applies a qualitative case study methodology within an action research framework. The objective of this study is to recognize and address learning challenges through the iterative application of ClassPoint in English language acquisition. Latief (2012) asserts that action research encompasses a reflective process whereby educators evaluate and enhance their pedagogical methodologies. Yin (2018) characterizes a case study as a methodology employed to investigate a particular phenomenon comprehensively to comprehend the issues and ascertain solutions.

Case study research facilitates a thorough and contextual comprehension of actual classroom environments by utilizing various data sources, including observation, interviews, and documentation (Eisenhardt, 1989; Flyvbjerg, 2006). This methodology was deemed suitable for examining the impact of ClassPoint on student engagement and learning efficacy in genuine educational contexts.

The current study comprised 37 eleventh-grade students (aged 16–17 years) from MAN 1 Medan, selected via purposive sampling to guarantee representation of both male and female students with diverse levels of English proficiency. The implementation took place over three months, with three observation cycles. Each cycle lasted about two weeks. There were four steps in each cycle: planning, doing, observing, and thinking back.

Tools for Collecting Data.

We used three different tools to collect data: (1) observation sheets to keep track of how students participated and behaved during lessons; (2) semi-structured interview guides to find out how students felt about learning with ClassPoint; and (3) achievement records to keep track of how students'

performance changed over time. Some of the interview questions were: "What do you think about using ClassPoint in English class?" and "Which features make it easier for you to learn?"

Ethical Concerns and Validity.

The school principal gave ethical approval, and all of the people who took part gave their informed consent. To guarantee the reliability of the findings, data triangulation, method triangulation, and investigator triangulation were utilized (Miles & Huberman, 1994). Furthermore, inter-rater reliability was confirmed by having two independent observers cross-check the observations.

Data Examination

Following Miles and Huberman (1994), the data were looked at in three stages that were all connected:

1. Data reduction, which means picking, simplifying, and organizing the information that is most important;
2. Data display, which means showing results in tables and written descriptions so that they can be understood; and
3. Drawing conclusions and verifying them, finding new patterns, and confirming them through triangulation.

This methodological framework enabled the researcher to track incremental enhancements over cycles and to comprehend how ClassPoint facilitated the augmentation of student engagement, comfort, and academic performance in English classes.

Result

The result of the implementation of observations I, II and III in the application of classpoint in learning English can be seen in the following table:

Table 1

Component activities	Siklus I		Siklus II		Siklus III	
	Amount Student	%	Amount Student	%	Amount Student	%
1. Students ask questions related to features	17	45,94	2	5,40	5	13,51
2. Students ask question	16	43,24	4	10,81	7	18,91

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related to the material	4	10,81	6	16,21	9	24,32
3. Students respond to the teacher's explanantion	12	32,43	21	56,75	28	75,68
4. Students participate in polls or quizzes through Classpoint features	16	43,24	26	70,27	32	86,48
5. Students summarize the lesson content using the drawing/ annotation feature	12	32,43	30	81,08	35	96,59
6. Students complete matching or labelling activities provided via classpoint	5	13,51	23	62,16	28	75,68
7. Students submit creative answer using classpoints open – ended question format	7	18,91	17	45,94	22	59,45
8. Students engage in timed challenges using the classpoint	37	100	37	100	37	100

timer feature • Students attendence						

Based on the implementation of observation I, It displays how active students are when they use the Classpoint app to learn English. It looks like students are getting used to using technologies based on IT. They try to figure out what the teacher is asking by guessing and learning about the different types of inquiries. Some people look perplexed because they don't know enough. Students who have trouble with the difficulties ask the teacher questions on how to work on them. Sometimes, the class looks loud because of problems with their gadgets or the signal.

Based on the implementation of observation II, this can be contrasted with prior observations concerning variations in student engagement during classroom instruction. Students appear to have acclimated and are adept at utilizing the Classpoint program as an educational assistance tool during English lessons. Students are evidently becoming used to the novel experience of utilizing Classpoint to showcase engaging and interactive problem exercises introduced by the teacher during class. Students exhibit greater enthusiasm for engaging with exercises that are provided with clarity and positivity. It is evident that there was minimal disturbance among pupils due to impediments observed in Observation I.

Based on the implementation of observation III, Student participation increased significantly compared to the prior two observations. The majority of pupils displayed strong confidence in using Classpoint features without assistance from the teacher. The classroom mood improved as students actively participated in answering questions, taking exams, and reacting creatively to assigned activities. Technical concerns, such as internet connectivity or device performance, were rarely encountered, allowing the learning process to proceed smoothly. Students seemed highly motivated and excited, indicating that the Classpoint integration had successfully increased their engagement and interaction in English classes.

Qualitative data collected by interviews confirmed these quantitative results. A few students said that ClassPoint made learning English more fun and less scary. "I was scared to answer in class at first, but with ClassPoint I can answer right on my screen, which makes me feel surer of myself," said one student. Another person said, "I like the quiz and timer because they make it feel like a game." It makes me want to do better than I did before.

Based on the three observations, it can be said that using Classpoint to learn English had a good effect on making students more engaged and involved. In the first observation, students were still getting used to using IT-based learning tools. They didn't comprehend them very well and had some technical problems that got

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in the way of their learning. By the second observation, students had started to become used to Classpoint and were using it better, which made them more interested, focused, and interactive during lessons. In the third observation, students showed a lot of growth in both confidence and skill, with only a few technical problems, and they actively used Classpoint's capabilities to do a variety of learning activities. This development shows that regularly using interactive technology can improve student engagement, learning comfort, and the general atmosphere in the classroom.

The Result of Interview

The result of interviews after each implementation of observation I, II and III in the application of classpoint in learning English can be seen in the following table:

Table 2

Components of student interviews on the application of Classpoint	Siklus I Amount student	%	Siklus II Amount student	%	Siklus III Amount student	%
Learning Engagement: • Students actively participate in interactive quizzes	15	40,54	28	75,67	35	94,59
• Students are motivated to complete assignments on time	14	37,83	27	72,97	34	91,89
Learning Comfort: • Students feel comfortable using classpoint features	12	32,43	30	81,08	36	97,29
• Students report fewer technical problems	10	27,02	25	67,56	34	91,89
Learning Effectiveness: • Classpoint helps students understand the material better	11	29,73	29	78,37	36	97,29
• Classpoint encourages collaborative	9	24,32	26	70,27	33	89,18

learning among peers						
Student attendance	37	100	35	100	37	100
Students who get > 7	9	24.32	21	75.67	34	91.89

The table above shows that using Classpoint makes students more engaged, comfortable, and effective in learning English. Only 15 pupils (40.54%) actively took part in interactive quizzes during the first observation (Siklus I). In the second observation (Siklus II), this number went up a lot to 28 pupils (75.67%), and in the third observation (Siklus III), it went up even more to 35 students (94.59%). The number of students who wanted to finish their work on time also went up, from 14 (37.83%) in Siklus I to 27 (72.97%) in Siklus II, and then to 34 (91.89%) in Siklus III.

The interview answers showed that the rise in engagement was not only because it was new, but also because it was easier to use and more social. Students said that the quiz and annotation features made them work together and get quick feedback from the teacher. One participant said, "We can see the result right away, so we know if our answer is right or wrong."

Triangulation of observational data and interview narratives revealed consistent trends: students progressively acclimated to the digital learning environment, experienced diminished technical issues, and cultivated enhanced self-regulation. This consistency suggests that the observed progress signifies authentic pedagogical enhancement rather than mere situational fluctuation.

The use of ClassPoint over three observation cycles showed that students' engagement, comfort, and achievement kept getting better. In Cycle I, participation was low because students were still getting used to the digital interface and sometimes had technical problems like bad connections or not knowing how to use certain features.

Students were more flexible and surer of themselves when using ClassPoint in Cycle II. There was a big increase in active participation, and technical problems were kept to a minimum. The class became more collaborative, with students competing in quizzes and using annotation tools to come up with creative answers.

The classroom had completely changed into an interactive digital space by Cycle III. Students were able to use the features on their own, worked together on group tasks, and were excited about timed challenges. Quantitative results showed a big rise in both active engagement (from 40.54% to 94.59%) and achievement (the number of students scoring above 7 went from 24.32% to 91.89%). The consistency across cycles shows that ClassPoint has a positive effect on teaching by encouraging active and meaningful learning.

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The implementation of Classpoint in English learning over three observation cycles demonstrated a consistent enhancement in student engagement, comfort, and academic performance. During Cycle I, students were in the process of adapting to the application. The study examined the characteristics and sought to comprehend the mechanisms underlying various question formats introduced by the instructor. Participation levels were moderate, characterized by student reluctance to engage actively. Additionally, some encountered technical difficulties, including unstable internet connections and device performance issues.

Cycle II demonstrated a notable enhancement in participation and engagement levels. Students demonstrated increased proficiency in utilizing Classpoint, engaged actively in quizzes, and exhibited enhanced concentration during lessons. The incidence of students encountering technical obstacles diminished, while the frequency of collaborative learning activities increased. The motivation to complete assignments punctually improved, and there was an increase in the number of students attaining scores above 7 in comparison to Cycle I.

During Cycle III, student engagement attained a significant level. The majority of students engaged in quizzes, creative responses, and collaborative activities. The use of Classpoint features demonstrated a high level of comfort, with minimal technical issues observed. Additionally, the interactions between students and the teacher became increasingly dynamic. The increase in the number of students scoring above 7 from Cycle I to Cycle III indicates the beneficial impact of Classpoint on student engagement and academic outcomes.

Discussion

The findings from the three observation cycles demonstrate that the incorporation of Classpoint in English learning fostered a gradual enhancement in classroom dynamics. At first, students needed time to become used to the new IT-based learning environment. This is in line with how people usually adjust to new technology: at first, they don't use it much since they don't know how. But as students got used to Classpoint, they became more confident and independent while using its capabilities.

The big jump in how many people were actively participating and how comfortable they were from Cycle I to Cycle II shows how Classpoint made sessions more participatory and fun. The interactive quizzes, polls, and open-ended questions not only got the students' interest, but they also made them pay more attention to the topic. This shows how gamification and digital learning tools can make learning more fun and motivating.

By Cycle III, the combination of familiarity, less technical challenges, and good learning experiences led to the best engagement. The big rise in the amount of students getting scores over 7 across the cycles illustrates that Classpoint not only gets more people involved, but it also helps them do better in school.

The results correspond with the Technology Acceptance Model (Davis, 1989), indicating that students' perceptions of utility and usability affected their acceptance of ClassPoint. The steady progress over cycles also backs up constructivist learning theory (Vygotsky, 1978), which says that technology can be used as a tool to improve interaction and collaboration.

These findings align with prior research. Bong and Chatterjee (2021) discovered that ClassPoint enhanced students' willingness to engage in comparison to conventional methods. Mazlan et al. (2023) likewise noted increased motivation among ESL learners via interactive digital activities. This study, however, shows that the same benefits can be achieved in a face-to-face classroom setting when integrated systematically, unlike previous studies that were only done online.

The gradual transition from Cycle I to Cycle III demonstrates that prolonged exposure to interactive digital tools enhances digital literacy and engagement. However, this study had some problems, such as not having a control group, being too short, and only being done at one school. Subsequent research may utilize larger samples and quantitative validation methods (e.g., paired-sample t-tests) to achieve a more accurate assessment of the extent of improvement.

This study suggests that incorporating ClassPoint into English classrooms can improve student engagement, foster learner independence, and assist educators in providing tailored instruction. To make sure that technology is used in a way that lasts, schools should offer regular technical support and professional development.

These results indicate that regular implementation of interactive technology in the classroom can revolutionize the educational environment, encourage cooperation, and enhance learning outcomes.

Conclusion

Students that use PowerPoint demonstrate a more motivated attitude toward learning, and they have the potential to improve their English skills. Based on the data, it is clear that approximately seventy percent of the students make a major contribution. Furthermore, the utilization of PowerPoint in the teaching and learning process can be found to present fewer impediments when it comes to student activity. In the course of their educational journey, students appear to have more fascinating and motivating experiences.

Positive results were observed during both observation cycles as a result of the installation of the PowerPoint application in English language learning. In the beginning, there was a steep learning curve as well as some technological difficulties. In addition to demonstrating that students became more familiar with the program, it also demonstrates that their passion, engagement, and conduct toward independent study greatly increased. The vast majority of students indicated that the event had a beneficial impact on their educational journey. To summarize, the application known as PowerPoint was able to effectively help the

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learning process by increasing the level of engagement and involvement that students had with English language exercises.

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